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ABSTRACT

Pennsylvania has three regional Professional Personnel Development Centers responsible for the delivery of services around a block of common objectives designed to meet the professional development needs of vocational educators. The Developing a Curriculum (DACUM) process has been used to address two areas of need identified by the Temple University Center for Vocational Education Professional Personnel Development: the roles of the Workplace Learning Teacher Coordinator (WLTC) and the Teacher Leader. The center has developed a definition for the WLTC and a DACUM chart. This chart of 10 duty categories with 125 task items has been converted to a survey and validated on three dimensions: level of importance, degree of difficulty, and frequency of occurrence. The DACUM chart is currently being applied as a standard to revise the Cooperative Vocational Education Teacher Coordinators Certification Program at Temple University (Philadelphia). A second DACUM process has been used to satisfy two concerns: a clearer definition of the mission and purpose of the role of lead teachers and a more formal method of acquiring graduate credit in this area of leadership. A survey has been used to validate the DACUM chart according to three criteria used in the survey. The DACUM process has led to development of the Teacher Leadership Network, Teacher Leadership Master's Degree, and Teacher Leadership Certificate. (Half of the document consists of appendixes containing WLTC validation instrument and mean ratings and WLTC and Lead Teacher DACUM charts.) (YLB)

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The Center for Vocational Education
Professional Personnel Development

ED 415 375

Content Standards for the Professional Development of Workplace Learning Teacher Coordinators and Teacher Leaders

by

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CONTENT STANDARDS FOR THE PROFESSIONAL DEVELOPMENT OF WORKPLACE LEARNING TEACHER COORDINATORS AND TEACHER LEADERS

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The opinions expressed in this monograph are solely the views of the authors and do not reflect official endorsement by any agency or institution.

-Table of Contents-

Introduction....1

The Setting....1
The DACUM Process....5

Section 1: Workplace Learning Teacher Coordinator....7

A Matter of Definition....8
Selection of DACUM Panelists....9
The DACUM Chart and Validation Process....10
Application....12

Section 2: Teacher Leadership....12

Implementing the DACUM Process....14
Validating the DACUM Chart....15
Application....17
The Teacher Leadership Network....17
The Teacher Leadership Master's Degree....18
The Teacher Leadership Certificate....18

References....19

APPENDIX A....20

Demographic Profile of Workplace Learning Teacher Coordinator Respondents....21
WLTC Validation Instrument....22
WLTC Mean Validation Ratings....25
WLTC DACUM Chart....35

Introduction

The successful operation of a university based center for vocational education professional personnel development and the delivery of programs to meet the needs of pre-service and in-service teachers must continually review as well as respond to its service community. Further, the methods used for the development of new programs must also be scrutinized to maximize the return on efforts taken to satisfy the needs of vocational technical teachers and administrators. Preliminary to the presentation on two programs recently developed at the Temple University Center for Professional Personnel Development, an overview of the vocational education professional personnel development structure operating in Pennsylvania, which served as a setting for these activities, will be provided.

The Setting

The Commonwealth of Pennsylvania has used Professional Personnel Development Centers to successfully meet the needs of vocational educators for more than 20 years. Centers have contributed to the professional development of teachers, guidance counselors, and administrators who prepare students both for the workplace and for continuing their education. Each of the three regional professional development centers are funded by the Bureau of Vocational-Technical Education, Pennsylvania Department of Education to serve secondary and post-secondary educators in the areas of agricultural education, business education, family and consumer sciences education, health occupations education, trade and industrial education, technology education, technical education, and marketing education.

The Indiana University of Pennsylvania Center serves the western portion of the state, the Pennsylvania State University Center serves the central portion of the state, and the Temple University Center serves the seventeen counties in the eastern region of the state. The Pennsylvania Department of Education appropriated basic funds to each university to finance to Centers

> ...to ensure that elements required to give continuity, stability and responsiveness to shifting needs for vocational education professional personnel be available in Centers of sufficient size to have a "critical mass" of resources that can be able to be applied flexibly and responsively to the priority staff development needs. (Herr & Adamsky, 1985, p. 1)

In addition to a funding strategy for achieving program continuity and coherence regionally situated, Centers were designed to

> ...maximize accountability for their resource allocations, thereby leading to continuous communication between the Pennsylvania Department of Education (PDE) and the Center management as well as rapid responses to state priorities for both supply and quality of vocational education personnel. (Herr & Adamsky, 1985, p. 1)

Centers are responsible for the delivery of services around a block of common objectives. Currently, these include the following:

1. Provide center management for vocational-technical professional personnel development.
2. Develop and maintain a comprehensive Occupational Competency Assessment (OCA) program.
3. Provide outreach services (Vocational Intern/Instructional Certification Program) for personnel off-campus through traditional undergraduate courses.

4. Provide outreach services (Vocational Intern/Instructional Certification Program) for personnel off-campus through Field-Based Competency-Based Teacher Education (FB-CBTE).

5. Provide outreach services (Vocational Education Curriculum Specialist, Supervisor and Director Certification Program) for personnel off-campus through traditional graduate courses and/or Field-Based Competency-Based Leadership Training (FB-CBLT).

6. Provide outreach services (Vocational Administrative, Supervisory and Teacher Leadership) for personnel off-campus through Field-Based, Competency-Based Leadership Training (FB-CBLT).

7. Provide continuing technical and professional development, including workshops, seminars and academies for personnel involved in vocational programming.

8. Provide pre-induction, professional education for clients recruited from business, industry, and health occupations with little or no pedagogical education or experience.

9. Provide an occupational experience program.

10. Provide placement services for vocational-technical professional personnel.

11. Provide a recruitment system for vocational-technical teachers and leadership personnel.

12. Assist schools in the selection, development, dissemination, and implementation of curricula by using resources such as V-TECS Direct and Applied Academic materials.

13. Provide assistance for vocational-technical educators who serve disadvantaged, disabled, and handicapped learners.

14. Provide support for research in vocational-technical education.

All three Centers provide services designed to meet each of these objectives, and do so in ways to best meet the professional personnel development needs of the clients in their respective regions. Some variation exist in the programs designed and delivered by each Center due to (a) demographic differences unique to each Center's service area, and (b) differences among university regulations affecting the delivery of programs and regulations governing the disbursement of funds. Thus, the professional personnel development programs designed to meet the needs of the clients in any of the objectives listed often varies from Center to Center. Further, new programs are constantly emerging to respond to the changing professional personnel development needs of vocational educators being served. It is important to note, however, that each university is held accountable for funds and meeting objectives through a State Accountability System (Cotrell, 1987).

The pre-service and in-service needs of vocational-technical teachers must be continually reviewed and responded to. The purpose of this paper is to provide focus on how the DACUM process was used to address two areas of need identified by the Temple University Center for Vocational Education Professional Personnel

Development. These areas include the roles of the Workplace Learning Teacher, Coordinator, and the Teacher Leader. Before these are developed, an overview of the DACUM process will be provided.

The DACUM Process

The word DACUM, (pronounced day-kum), is an abbreviation for Developing A Curriculum. As an occupational analysis method, the DACUM process employs a group interactive process to produce a sequenced chart of duties and tasks in a designated occupation. A complete DACUM chart provides an occupational skill profile which can be used for instructional program planning, curriculum development, training materials development, career counseling, public relations, employer information, job description, competency test development, and other purposes. Initially developed in Canada, the DACUM process has been used extensively throughout all of North America and around the world.

The DACUM process is based on a philosophy which recognizes that

* expert workers are better able than anyone else to describe their occupation,

* an occupation can be described effectively in terms of the tasks successful workers preform, and

* successful task performance is directly related to the knowledge and attitudes that workers that workers must have inn order to preform the tasks correctly.

The DACUM process involves a panel of approximately 8-10 incumbent workers and 1-2 supervisors led by a qualified DACUM facilitator. Over a time span of two very full days, the panel is guided through an interactive process by their facilitator to

develop a DACUM chart. The chart is a product of brainstorming and represents the collective expertise and consensus of the panel.

In operation, the process works like this. Members of the panel nominate, discuss, and reach consensus on duty and task statements which are written on file cards. These cards are mounted on a wall in front of the panel. This process of nomination, discussion, and reaching consensus is repeated again and again until the entire occupational analysis has been completed. The cards are then re-arranged on the wall to form a chart of duty and task statements. The re-arranged content of the chart is a graphic representation of the occupation organized around a series of general duty categories, which are further defined through two or more task sub-categories in each duty.

After the chart has been completed, the panel moves on to identify auxiliary information about the occupation being analyzed. This includes areas of general knowledge and skill required of successful workers, the tools, equipment supplies, and materials used, the worker behaviors considered important for success, and any future trends and concerns likely to cause job changes. All of this information is transformed into a paper copy which is later validated through a survey of the original panelist and an equal number of individuals with similar occupational backgrounds. Also collected during the validation process is information on the perceived levels of importance, difficulty, and frequency of occurrence associated with each chart element. The DACUM chart is not finalized until the validation process has been completed.

Section 1: Workplace Learning Teacher Coordinator

The fabric of programs using the workplace as an extension of the school has changed in recent years. In the past, programs involving cooperative learning experiences using the workplace were the almost exclusive domain of vocational-technical education. Until recently, the more traditional programs at the secondary level included capstone cooperative education type programs for occupational subjects in the trade and industrial education area, diversified occupations, marketing and distributive education, business education, and agricultural education. Also included but typically without pay were clinical experiences in the health occupations education area. Although many variations exist in the application of cooperative education, certain core elements remain constant. Typically, the characteristics of cooperative education include the following:

* an interdependent combination of vocational instruction and paid employment related to that instruction.
* an instructional plan which combines learning experiences gained through regularly scheduled paid employment in the community and vocational oriented instruction.
* a purposeful blending of vocational instruction and paid employment which meets job-prepared objectives.
* a school initiated and school supervised program which involves persons enrolled in or returned to a school setting.

Although the basic operating characteristics for cooperative vocational education programs remain essentially the same, new programs with different operating characteristics have recently appeared. The workplace learning environment is no longer the exclusive domain of the secondary-level vocational educator. School-to-Work programs are now in place. The workplace learning environment is now shared with educators outside of vocational education and now includes educational levels outside the range of eleventh and twelfth grade which are the levels in which most secondary vocational cooperative education programs operate.

Perhaps most significant in influencing the expanded use of the workplace learning environment have been the enactments of key pieces of federal legislation. Primary among these are the School-to-Work Opportunities Act of 1994, and the two Tech-Prep sections of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Also recognized as influencing changes in the workplace learning environment is being used are the American with Disabilities Act and the National Skill Standards Act. All of these enactments aid in meeting the ever-changing needs of our complex society and influence the manner in which the workplace is used in education.

A Matter of Definition

Due to these changes over the last several years, there was some question regarding the similarities and differences of those involved in the delivery of vocational education cooperative education programs and those involved in the delivery of school-to-work programs. In an attempt to explore this situation, the Temple University

Center for Vocational Education Professional Personnel Development undertook a research and development effort to define the role of the Workplace Learning Teacher Coordinator in Pennsylvania through use of the DACUM process. To establish a generic area of operation and guide the DACUM panel in the development of a profile of the Workplace Learning Teacher Coordinator, the following definition was developed:

> The Workplace Learning Teacher Coordinator has been defined as the individual who plans, implements, conducts, teaches, and coordinates classroom instruction and related supervised experiential learning in business/industry, professional, and community settings. This activity is utilized for career reinforcement, employment preparation, social/economic adjustment, personal development, or skill development, as it relates to students' studies and interests.

Selection of DACUM Panelists

The identification of individuals to serve on the statewide DACUM panel required a collaborative process to ensure the nomination of candidates who met the selection criteria and who were representative of the entire state. To do this teacher educators in the three vocational education professional development centers, Indiana University of Pennsylvania in the west, The Pennsylvania State University in the central region, and Temple University in the East, were contacted and asked to identify candidates meeting the following criteria:

*Cooperative Education Teacher-Coordinator, (secondary level)

*Tech Prep Cooperative Education Teacher-Coordinator, (1 from the secondary level and 1 from the post-secondary level)

*Cooperative Education Teacher-Coordinator, (special populations)

*School-to-Work, Work Place Learning Teacher-Coordinator, (secondary or post-secondary)

*AVTS Director or Supervisor of Cooperative Education Teacher-

*Coordinator, (secondary)

*At Large

As a result of this process, a total of 24 candidates were identified. From this number 11 were available and agreed to serve on the DACUM panel, while the remaining 13 agreed to serve as respondents in the follow-up validation survey.

The DACUM Chart and Validation Process

The DACUM panel activity was conducted at a hotel conference center in a centrally located area of the state. Lodging was provided for the panelist who wished to stay over for the two long days necessary, (between 8:00 A.M. and 7:00 P.M.), to complete the DACUM process. Facilitation of the DACUM activity was provided by Dr. Robert Norton, Center on Education and Training for Employment, Ohio State University.

The DACUM chart completed as a result of this activity consisted of 10 duty categories with 125 task items. The chart was converted to a survey instrument in order to be validated on three dimensions; level of importance, degree of difficulty and,

frequency of occurrence. All ratings were achieved through the use of a Likert type scale with a low of zero and a high of 5. A demographic profile of the respondents is provided in Appendix A.

One additional task item, "C-17 Assist students and counselors with course options and schedules", was added to the DACUM Chart as a result of the validation process. The total number of task items in the validated chart is 126.

The top task mean ratings for level of importance in each of the duty categories are listed in table 1.

Table 1

Highest Task Mean Rating in Each Duty Category for Level of Importance

Duty Category and Task Statement	Mean
A-15 Create Training Agreements	4.75
B-10 Recruit Workplace Learning Employers	4.90
C-9 Obtain Feedback from Workplace Mentor	4.90
D-4 Develop Workplace Agreement	4.74
E-5 Evaluate Student Progress	4.90
F-1 Determine Workplace Safety Conditions	4.95
G-2 Monitor Workplace Safety	4.79
H-10 Facilitate Student Evaluations	4.90
I-1 Comply with State and Federal Child Labor Laws	4.95
J-9 Network with Colleagues	4.75

It is interesting to note that all the tasks with the highest mean ratings in regard to their level of importance were also highly rated in their relative frequency. In two instances the tasks with the highest mean ratings in regard to their level of importance also received the highest mean ratings in the level of difficulty to achieve. These included, Task B-10 "Recruit workplace learning employers," and Task F-1 "Determine workplace safety conditions." Copies of the validated DACUM Chart, validation mean ratings, and a representation of the instrumentation used to conduct the validation survey are included in Appendix A.

Application

The DACUM Chart is currently being applied as a standard to revise the Cooperative Vocational Education Teacher Coordinators Certification Program at Temple University. It is expected that a wider range of teacher coordinators operating in the workplace environment will be more effectively served as a result of this action. Further, several AVTS directors in the eastern region of Pennsylvania have requested copies of the DACUM Chart in order to use it to revise and or write job descriptions of teacher coordinators operating programs in workplace settings.

Section 2: Teacher Leadership

The notion of allowing classroom teachers to take on leadership roles grew largely out of the educational reform movement, including the Holmes (1986) and Carnegie (1986) reports. Specifically, the Carnegie Task Force proposed that "Lead Teachers...be selected from among experienced teachers who are highly regarded by their colleagues" (p. 58). They went on to define their role as one which would "guide

and influence the activity of others, ensuring that the skill and energy of their colleagues is drawn on as the organization improves its performance" (p. 58). The report further described the "communities" these teachers might create, where

> teachers work together in a school, not separately in isolated classrooms; [where] they take mutual responsibility for the curriculum and instruction on the basis of thinking together and individually about the substance of their work--children's learning--and how to make themselves better at it. (p. 58)

It was within this environment that Temple's Center for Vocational Education Professional Personnel Development and four area vocational-technical schools (AVTSs) collaborated to implement a lead teacher consortium in 1988 "as a different approach to staff development and school improvement" (Walker, 1993, p. 29). However, there were additional pressures facing the AVTSs, including 1) declining enrollments in vocational classes due to demographic shifts in the overall population size; 2) increased insistence on preparation for higher education causing graduation requirements to rise and eliminating occupational options once selected by vocational students; 3) downsizing of programs, staff, and administrators due to the above; 4) integration of adults into day-time programs to accommodate demand for retraining; 5) the advent of a need for more than the usual amount of staff development to update teachers in new ways of delivering vocational programming; and 6) an overall necessity for vocational directors to refocus their attentions from within the vocational school to outside the immediate educational environment.

From the beginning, the Eastern Pennsylvania Lead Teacher Consortium was fashioned similarly to the description in the Carnegie Report, as a collegial forum for professionals "taking collective responsibility for student progress" (p. 58). Additionally, the Consortium had the following undergirding tenets: "it was conceived as a regional network for professional development that was a) teacher-centered, b) committed to and invested in by the AVTSs' administration, and c) nurtured rather than steered, by the university" (p. 29-30).

Implementing the DACUM Process

Following the initial period of establishment and gradual growth, two increasing apparent issues began to emerge. One was the need for participating lead teachers to more clearly define the mission and purpose of their role. Secondly, was the need for a more formal method of acquiring graduate credit in this arena of leadership. These two issues prompted the decision by the Center to select the DACUM process as a means of satisfying these two related concerns. In March, 1994, ten lead teachers were convened to define the role of lead teacher in a duty and task format.

By this time, the consortium had subdivided into four regions, each coordinated by a lead teacher representative from that region. Since these Regional Coordinators were nominated and selected from among their peers as most highly qualified, they were automatically nominated to the DACUM panel. Additionally, directors of schools participating in the consortium identified six other lead teachers on the premise that these individuals possessed a breadth and depth of leadership experience in his or her school. Prior to the group's DACUM activity, university personnel prepared and

sent each panel member a packet of reading materials concerning the lead teacher initiative. Dr. Robert E. Norton from The Center on Education and Training for Employment, Ohio State University, facilitated the two-day activity held at a centrally located convention center.

Validating the DACUM Chart

Following the DACUM process, a validation of the resulting chart was conducted through the use of a survey instrument. To do this, respondents were asked the following three questions for each task in the six duty categories:

1) How important is the performance of the task in your role as a lead teacher?

2) How difficult is it to learn to perform the task effectively?

3) How frequently do you perform the task in your lead teacher role?

The scale respondents used for each was as follows:

0 (No importance) to 5 (Of great importance)

0 (Extremely easy to learn) to 5 (Extremely difficult and requires significant training)

0 (Lead teachers in my school never perform this task) to 5 (Lead teachers frequently perform this task)

Regional coordinators were asked to nominate a proportionate number of qualified lead teachers from their region to respond to the survey. Twenty-three surveys were mailed and fifteen were returned, for a 65% return rate. The top task mean ratings for level of importance in each of the duty categories are listed in table 2.

Table 2

Highest Task Mean Rating in Each Duty Category for Level of Importance

Duty Category and **Task Statement**		**Mean**
A-3	Participate in lead teacher professional development activities	4.87
B-10	Assist with new teacher and substitute induction process	4.87
C-1	Orient new teachers to the facility/system	4.87
D-1	Support teacher implementation of discipline policy	4.73
D-6	Support teacher experimentation with new initiatives	4.73
E-8	Support teacher use of a variety of instructional strategies	4.47
F-2	Support new educational initiatives	4.67

Regarding level of importance, three tasks were ranked highest, all with a mean score of 4.87: Task A-3 "Participate in lead teacher professional development activities," Task B-10 "Assist with new teacher and substitute induction process," and Task C-1 "Orient new teachers to the facility/system." Responses to the level of difficulty question ranked two tasks most difficult, with means at 3.80: Task C-3 "Meet with veteran teachers on an as-needed basis" and Task C-17 "Facilitate the change process." Respondents ranked Task C-7 "Encourage and model on-going self-assessment" as the most frequently performed task, with a mean of 3.86 and Task F-4 "Assist with development of lead teacher budget" as least frequently performed, with a mean of 1.14.

Application

Since its inception in 1988, the Eastern Pennsylvania Lead Teacher Consortium has continued to evolve as the needs of the teachers have grown and changed. One noteworthy change has been a shift from using the term, 'lead teacher,' to 'teacher leadership.' Teachers felt that this subtle difference reduced the emphasis of a pre-supposed authoritarian role and gave more significance to collegial reflection and dialogue. In the nine years since its origination, the Teacher Leadership Program has expanded from the four pilot schools to a partnership among educators from thirty-three secondary schools and Center faculty. Also, the Teacher Leadership Program now offers teachers three levels of participation.

The Teacher Leadership Network

As the foundation piece of the original consortium, the Teacher Leadership Network has joined both new and veteran teachers in establishing and maintaining a spirit of collegiality; facilitating change for the improvement of schools; and cultivating, within a school's faculty, informal standards of excellence in teaching. Faculties nominate one or more Teacher Leaders from among their teaching faculty to attend monthly meetings at other vocational schools in their region. Meetings provide opportunities to share exemplary teaching ideas and explore new pedagogical concepts. This process allows teachers to grow professionally by participating in their own lifelong learning. The Teacher Leadership Network is supported locally by district and school administrators who enable teachers to attend meetings by providing release time.

The Teacher Leadership Master's Degree

The Teacher Leadership Master's Degree offers practitioners an opportunity for formal graduate studies with an emphasis on pedagogy. The curriculum, developed from the Lead Teacher DACUM chart, revolves around the general categories of competence it defines. The program of studies, with a foundation in 'critical pedagogy,' focuses on a) the use of democratic principles in the classroom, school, and all of society; b) critical and reflective thinking; c) collegial collaboration and dialogue; d) teacher professionalism and empowerment; and e) change and leadership theory. A required internship experience centers on the practical application of these principles, including concepts such as peer coaching, curriculum integration, cooperative learning techniques, and student performance assessment. A final written exam is based on departmental and programmatic course content.

The Teacher Leadership Certificate

A Teacher Leadership Certificate is now also available for those who wish to make a lesser commitment but still pursue in-depth study. It is awarded upon completion of three required courses, which may be taken as graduate or undergraduate credit, and an internship. The graduate courses may also be applied to the Master's Degree.

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APPENDIX A

Demographic Profile of Workplace Learning Teacher Coordinator Respondents

Representation of Workplace Learning Teacher Coordinator Validation Instrument

Workplace Learning Teacher Coordinator Validation Mean Ratings

Workplace Learning Teacher Coordinator DACUM Chart

Lead Teacher DACUM Chart

DEMOGRAPHIC PROFILE OF RESPONDENTS
(N=20, Response Rate= 83%)

1. Type of School or Organization Employed:

13 Secondary Vocational School
5 Comprehensive High School
1 Community College
1 Adult Special Education

2. Current and Most Frequently Used Job Title:

9 Cooperative Education Teacher Coordinator
7 School-to-Work Coordinator
3 Supervisor/Director
1 Clinical Supervisor

3. Average number of years employed in their present position: 8.6

4. Average number of years employed in education: 21.5

5. Education Certificates Held:

15 Cooperative Education
5 Director/Principal
3 Supervisor
3 Guidance Counselor

Vocational/Instructional

Vocational Areas

7 Marketing Education
2 Business Education
1 Appliance Repair
1 Auto Body
1 Dental
1 Painting & Decorating
1 Respiratory Therapy
1 Welding

Instructional Subjects

2 Special Education
2 Elementary Education
1 English
1 Mathematics

WORKPLACE LEARNING TEACHER COORDINATOR SURVEY
DIRECTIONS
(Please read carefully)

The following two part survey instrument has been developed to collect additional information on the role of the Worplace Learning Teacher Coordinator in Pennsylvania.

Part 1 requests demographic information about the respondents to the survey. Follow the directions and answer the questions as they are stated.

Part 2 consists of a series of task statements organized around 10 duty categories developed during the DACUM activity. Each task statement is to be rated on the following three dimensions:

A. The degree of importance you attach to each task.

B. The degree of difficulty you associate with the achievement of each task.

C. The relative frequency with which you typically perform each task.

All ratings will be done by using the following numerical scale:

None 0 1 2 3 4 5 Great

After reading each task statement, write the number that best describes your feelings about:

A. The degree of importance you attach to that task in the space provided in column A.

B. The degree of difficulty you associate with the achievement of that task in the space provided in column B.

C. The relative frequency with which you typically perform that task in column C.

For example, if you read task statement A15 and felt it was of great importance, write in a "5" in the space provided in column A; if you felt that it was somewhat difficult to achieve, write in a "3" in the space provided in column B; and if you do that task on a relatively infrequent basis, write in a "2" in space provided in column C. See example below:

	A Level of Importance	B Difficulty to Achieve	C Relative Frequency
A15 Create training agreement	5	3	2

NOTE: You may add any task statements that you feel are missing. Further, you may modify any existing task statements that you feel are incorrect or need clarification. Please be sure to rate any new task statements

WORKPLACE LEARNING TEACHER COORDINATOR SURVEY

Part 1

Directions: Answer each question by placing a (✓) in the appropriate space or by writing in your response in the space provided.

1. Type of school or organization that best describes where you work:

( ) Secondary Vocational School, ( ) Comprehensive High School, ( ) Intermediate Unit

( ) Community College, ( ) Adult Center, ( ) Other:_____

2. What is your current (and most frequently used) professional job title?

_____

3. How many years have you worked in your present position?_____

4. List any additional professional job titles that you currently use. (in addition to the one listed in question number 2)

_____

_____

_____

5. How many years experience do have as a professional educator?_____

6. Which education certificates do you hold? (check all that apply)

a. ( ) Vocational 1 Occupational field_____

b. ( ) Vocational 2 Occupational field_____

c. ( ) Instructional 1 Area_____

d. ( ) Instructional 2 Area_____

e. ( ) Cooperative Education Teacher Coordinator

f. ( ) Instructional Supervisor

g. ( ) Administrative Director or Principal

h. ( ) Other:_____

None 0 1 2 3 4 5 Great

		A Level of Importance	B Difficulty to Achieve	C Relative Frequency
A.	**DEVELOP WORKPLACE LEARNING PROGRAM**			
A1.	Perform needs assessment (Student & Industry)	_____	_____	_____
A2..	Research work-based learning programs	_____	_____	_____
A3.	Consult with other workplace teacher coordinators	_____	_____	_____
A4.	Organize advisory/steering committees	_____	_____	_____
A5.	Develop program philosophy, mission and objectives	_____	_____	_____
A6.	Determine program competencies	_____	_____	_____
A7.	Develop an integrated planned course of study	_____	_____	_____
A8.	Establish program timelines	_____	_____	_____
A9.	Establish guidelines for program evaluation	_____	_____	_____
A10.	Develop workplace policies and procedures	_____	_____	_____
A11.	Assist in determining program cost (e.g., staffing equipment, etc.)	_____	_____	_____
A12.	Establish linkages and articulation with potential partners (e.g., other educational, government, public, private agencies.)	_____	_____	_____
A13.	Obtain program approval (e.g., state and local)	_____	_____	_____
A14.	Develop student recruitment plan	_____	_____	_____
A15.	Create training agreements	_____	_____	_____
A16.	Develop workplace mentor training plan	_____	_____	_____
A17.	Pilot test workplace training program	_____	_____	_____
A18.	Collect formative evaluation data on pilot test program	_____	_____	_____
A19.	Modify program based on feedback	_____	_____	_____

Table 1
Mean Ratings of Validation Data on the Role of the Workplace Learning Teacher Coordinator

Duty Category and Tasks		Level of Importance (Mean)*	Difficulty to Achieve (Mean)*	Relative Frequency (Mean)*
A.	DEVELOP WORKPLACE LEARNING PROGRAM			
A1.	Perform needs assessment (Student & Industry)	4.47	3.11	2.21
A2.	Research work-based learning programs	3.90	2.45	2.35
A3.	Consult with other workplace teacher coordinators	4.60	2.15	3.30
A4.	Organize advisory/steering committees	4.40	3.15	2.60
A5.	Develop program philosophy, mission and objectives	4.35	2.70	2.35
A6.	Determine program competencies	4.65	2.85	3.10
A7.	Develop an integrated planned course of study	4.15	3.25	2.45
A8.	Establish program timelines	3.95	2.95	2.80
A9.	Establish guidelines for program evaluation	4.45	2.80	3.05
A10.	Develop workplace policies and procedures	4.65	2.90	3.30
A11.	Assist in determining program cost (e.g., staffing equipment, etc.)	3.60	2.70	2.15
A12.	Establish linkages and articulation with potential partners (e.g., other educational. government, public, private agencies.)	4.50	3.00	3.16
A13.	Obtain program approval (e.g., state and local)	4.70	2.74	2.10
A14.	Develop student recruitment plan	4.05	2.45	2.85
A15.	Create training agreements	4.75	2.45	3.80
A16.	Develop workplace mentor training plan	4.30	3.25	3.20
A17.	Pilot test workplace training program	4.10	3.20	2.10
A18.	Collect formative evaluation data on pilot test program	4.05	3.20	1.95
A19.	Modify program based on feedback	4.25	2.90	2.90

*Mean ratings based on a 5 point scale with 0 = none, 5 = great

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Table 1 (Cont.)
Mean Ratings of Validation Data on the Role of the Workplace Learning Teacher Coordinator

Duty Category and Tasks		Level of Importance (Mean)*	Difficulty to Achieve (Mean)*	Relative Frequency (Mean)*
B.	PROMOTE WORKPLACE LEARNING PROGRAM			
B1.	Develop workplace public relations plan	4.30	3.15	3.45
B2.	Develop written promotional material (e.g., program description, articles)	4.80	3.35	3.20
B3.	Develop a program brochure	4.75	3.40	3.40
B4.	Prepare mailings (e.g., students, business/ industry, parents)	4.50	2.80	3.53
B5.	Inform school-college staff about (programs, e.g., counselors, administration other teachers)	4.00	2.90	2.75
B6.	Inform community about programs (e.g., parents, employers, School Board, Chamber of Commerce, trade organizations)	4.65	3.35	3.25
B7.	Publicize program through multi-media	4.10	3.20	3.00
B8.	Develop workplace learning displays	3.78	3.05	2.25
B9.	Recruit students for workplace learning program	4.40	2.65	2.95
B10.	Recruit workplace learning employers	4.90	3.30	4.20
B11.	Organize student recognition activities	4.35	2.75	2.95
B12.	Organize employer appreciation activity(ies)	4.45	2.70	3.05

*Mean ratings based on a 5 point scale with 0 = none, 5 = great

Table 1 (Cont.)
Mean Ratings of Validation Data on the Role of the Workplace Learning Teacher Coordinator

Duty Category and Tasks		Level of Importance (Mean)*	Difficulty to Achieve (Mean)*	Relative Frequency (Mean)*
C.	**PROVIDE INDIVIDUAL STUDENT SUPPORT SERVICES**			
C1.	Orient students to workplace learning program	4.65	2.45	3.58
C2.	Analyze student needs and abilities	4.80	2.95	3.95
C3.	Assist students with I.C.P. development	4.56	2.89	3.33
C4.	Match student to appropriate workplace	4.90	3.15	4.10
C5.	Provide information about students to employers	4.40	2.40	3.30
C6.	Conduct workplace student observations	4.85	2.55	4.30
C7.	Provide student remediation services	4.00	3.05	2.80
C8.	Refer students to specialized services	3.95	2.65	2.60
C9.	Obtain feedback from workplace mentor	4.90	1.95	4.00
C10.	Provide feedback on student performance to student	4.75	1.90	3.98
C11.	Monitor employer compliance with agreement	4.70	2.80	3.80
C12.	Monitor student attendance	4.75	2.42	4.15
C13.	Conduct conferences (e.g., student, parents, and/or mentors)	4.05	2.60	3.00
C14.	Serve as student advocate	4.45	2.55	3.50
C15.	Provide career resources	4.25	2.70	3.75
C16.	Provide information about colleges and scholarships	3.60	2.58	2.78
C17.	Assist students and counselors with course options and schedules	3.79	2.93	2.21

*Mean ratings based on a 5 point scale with 0 = none, 5 = great

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Table 1 (Cont.)
Mean Ratings of Validation Data on the Role of the Workplace Learning Teacher Coordinator

Duty Category and Tasks		Level of Importance (Mean)*	Difficulty to Achieve (Mean)*	Relative Frequency (Mean)*
D.	**DEVELOP WORKPLACE LEARNING PARTNERSHIPS**			
D1.	Develop guidelines for partnerships	4.30	3.40	2.95
D2.	Distribute promotional material	4.15	2.85	3.15
D3.	Recruit potential partners	4.60	3.05	2.90
D4.	Develop workplace agreement (e.g., compact, agreements, contracts)	4.74	2.80	3.25
D5.	Facilitate partnership meetings (e.g., individual, committees, all partners)	4.40	3.00	3.35
D6.	Document partnership meeting minutes	3.95	2.10	3.15
D7.	Recognize partner's contributions	4.10	2.30	2.85
D8.	Solicit student awards from partners	3.50	2.70	2.40
D9.	Participate in school to work team training	4.26	3.05	2.95

*Mean ratings based on a 5 point scale with 0 = none, 5 = great

Table 1 (Cont.)
Mean Ratings of Validation Data on the Role of the Workplace Learning Teacher Coordinator

Duty Category and Tasks		Level of Importance (Mean)*	Difficulty to Achieve (Mean)*	Relative Frequency (Mean)*
E.	**FACILITATE STUDENT DEVELOPMENT OF WORKPLACE SKILLS**			
E1.	Implement students' I.C.P.	4.44	3.22	3.28
E2.	Teach general related workplace skills	4.74	2.63	3.89
E3.	Teach occupation-specific skills	3.60	2.70	2.75
E4.	Facilitate students meeting workplace legal requirements (e.g., work permits, medical forms)	4.75	2.40	3.83
E5.	Evaluate student progress	4.90	2.05	4.40
E6.	Revise I.C.P. as needed	4.18	2.76	2.88
E7.	Facilitate remediation of deficient areas	4.30	2.95	2.80
E8.	Arrange for job-coaching	3.89	3.22	1.89
E9.	Provide for enrichment experiences (e.g., field trip, guest speakers)	3.74	2.42	2.74
E10.	Update workplace curriculum	3.80	2.55	2.73
E11.	Support student participation in VSOs to develop leadership skills	4.00	2.58	2.95

*Mean Ratings based on a 5 point scale with 0 = none, 5 = great

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Table (Cont.)
Mean Ratings of Validation Data on the Role of the Workplace Learning Teacher Coordinator

Duty Category and Tasks		Level of Importance (Mean)*	Difficulty to Achieve (Mean)*	Relative Frequency (Mean)*
F.	DEVELOP WORKPLACE TRAINING SITES			
F1.	Determine workplace safety conditions	4.95	2.85	4.10
F2.	Assess types and quality of training available	4.65	2.80	3.70
F3.	Share information on workplace training requirements	4.40	2.45	3.50
F4.	Arrange for mentor tour of program/school	3.85	2.25	2.50
F5.	Provide school information to employers/ mentors	4.40	2.00	3.15
F6.	Provide workplace mentor training	4.50	3.25	2.65
F7.	Implement training agreement and training plan	4.85	2.45	3.90
F8.	Evaluate workplace training stations	4.80	2.55	3.75
F9.	Maintain employer database	4.40	2.40	3.65

*Mean ratings based on a 5 point scale with 0 = none, 5 = great

Table 1 (Cont.)
Mean Ratings of Validation Data on the Role of the Workplace Learning Teacher Coordinator

Duty Category and Tasks		Level of Importance (Mean)*	Difficulty to Achieve (Mean)*	Relative Frequency (Mean)*
G.	**CONNECT WORK-BASED LEARNING TO SCHOOL-BASED LEARNING**			
G1.	Serve as a liaison between school and workplace	4.68	2.84	4.47
G2.	Monitor workplace safety	4.79	2.74	4.37
G3.	Monitor student performance and attendance	4.63	2.37	4.47
G4.	Share workplace activities with class/staff	4.16	2.26	3.58
G5.	Arrange for industry tours	3.89	2.47	2.47
G6.	Facilitate workplace instructor/counselor visits	3.95	2.84	2.95
G7.	Integrate school- and work-based curriculum	4.32	3.63	3.21
G8.	Participate in career cluster meetings (advisory committee)	4.11	2.58	2.53
G9.	Facilitate secondary and post-secondary articulation agreements	4.00	3.61	2.44
G10.	Schedule job interviews	4.68	3.37	4.21
G11.	Facilitate various types of job placements	4.63	2.63	4.21
G12.	Facilitate special in-school company projects	3.58	3.05	3.32
G13.	Complete student follow-up studies	4.22	3.28	2.78
G14.	Conduct employer follow-up studies	4.11	3.21	2.63
G15.	Provide feedback on student performance to instructors	4.68	1.84	3.95

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*Mean Ratings based on a 5 point scale with 0 = none, 5 = great

Table 1 (Cont.)
Mean Ratings of Validation Data on the Role of the Workplace Learning Teacher Coordinator

Duty Category and Tasks		Level of Importance (Mean)*	Difficulty to Achieve (Mean)*	Relative Frequency (Mean)*
H.	**MANAGE STUDENT RECORDS**			
H1.	Maintain individual students files	4.70	2.20	4.30
H2.	Obtain instructor's recommendations	4.58	1.95	3.95
H3.	Maintain copies of work permits/birth certificates/social security numbers	4.58	2.00	3.70
H4.	Maintain parental permission forms	4.79	1.80	3.75
H5.	Maintain student learner contracts	4.75	2.40	3.90
H6.	Maintain medical insurance and parental release forms	4.30	2.10	3.55
H7.	Issue student parking permits	2.82	1.40	1.85
H8.	Maintain training plans	4.80	2.50	4.15
H9.	Maintain training agreements	4.85	2.30	4.20
H10.	Facilitate student evaluations	4.90	2.40	4.30
H11.	File student time/activity sheets	4.70	2.25	4.20
H12.	Maintain student competency achievement records	4.70	2.50	3.90
H13.	Maintain I.C.P. records	4.44	2.61	3.50
H14.	Assist with student portfolios	4.15	2.75	3.10

*Mean ratings based on a 5 point scale with 0 = none, 5 = great

Table 1 (Cont.)
Mean Ratings of Validation Data on the Role of the Workplace Learning Teacher Coordinator

Duty Category and Tasks		Level of Importance (Mean)*	Difficulty to Achieve (Mean)*	Relative Frequency (Mean)*
I.	MAINTAIN PROGRAM REGULATORY COMPLIANCE			
I1.	Comply with state and federal child labor laws	4.95	2.60	4.05
I2.	Assure ADA compliance	4.70	2.95	4.00
I3.	Provide data for completing state forms	4.20	2.70	3.35
I4.	Abide by state education laws	4.68	2.35	3.60
I5.	Abide by federal education laws	4.65	2.50	3.75
I6.	Abide by confidentiality laws	4.85	2.20	4.10
I7.	Participate in I.E.P. development	4.11	2.63	2.66
I8.	Assist with program audits	4.00	2.67	2.22
I9.	Provide written program/status reports	4.21	2.68	3.05
I10.	Document advisory committee meeting minutes	4.15	1.95	2.20

*Mean ratings based on a 5 point scale with 0 = none, 5 = great

Table 1 (Cont.)
Mean Ratings of Validation Data on the Role of the Workplace Learning Teacher Coordinator

Duty Category and Tasks		Level of Importance (Mean)*	Difficulty to Achieve (Mean)*	Relative Frequency (Mean)*
J.	CONTINUE PROFESSIONAL DEVELOPMENT			
J1.	Participate in in-service workshops/conferences	4.45	2.55	3.45
J2.	Review professional literature	4.15	2.10	3.60
J3.	Enroll in further education and training	3.80	3.00	3.20
J4.	Study national/international occupational trends	3.85	3.15	2.90
J5.	Participate in business/industry/government agency externships	4.00	2.89	2.65
J6.	Participate in business/community organizations	4.63	2.50	3.45
J7.	Participate in professional organizations	4.40	2.70	3.55
J8.	Study innovative workplace learning programs	3.95	2.85	3.25
J9.	Network with colleagues	4.75	2.15	3.80
J10.	Solicit employer/mentor feedback for self-improvement	4.15	2.00	3.15

*Mean ratings based on a 5 point scale with 0 =none, 5 = great

DACUM Research Chart for Workplace Learning Teacher Coordinator

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Produced for

The Center for Vocational Education
Professional Personnel Development

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NOTE: The following definition of the Workplace Learning Teacher-Coordinator was used as a guide during the conduct of this DACUM activity:

The Workplace Learning Teacher-Coordinator has been defined as the individual who plans, implements, conducts, teachers, and coordinates classroom instruction and related supervised experiential learning in business/industry, professional, and community settings. This activity is utilized for career reinforcement, employment preparation, social/economic adjustment, personal development, or skill development, as it relates to students' studies and interests.

Developed by

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March 24-25, 1997

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DACUM Research Chart for Workplace Learning Teacher Coordinator

Duties	Tasks						
A Develop Workplace Learning Program	A-1 Perform needs assessment (student & industry)	A-2 Research work-based learning programs	A-3 Consult with other workplace teacher coordinators	A-4 Organize advisory/ steering committees	A-5 Develop program philosophy, mission, and objectives	A-6 Determine program competencies	A-7 Develop an integrated planned course of study
	A-16 Develop workplace mentor training plan	A-17 Pilot test workplace training program	A-18 Collect formative evaluation data on pilot test program	A-19 Modify program based on feedback			
B Promote Workplace Learning Program	B-1 Develop workplace public relations plan	B-2 Develop written promotional material (e.g., program description, articles)		B-3 Develop a program brochure	B-4 Prepare mailings (e.g., students, business/industry, parents)		B-5 Inform school-college faculty about programs
C Provide Individual Student Support Services	C-1 Orient students to workplace learning program	C-2 Analyze student needs and abilities	C-3 Assist students with I.C.P. development	C-4 Match student to appropriate workplace	C-5 Provide information about students to employers	C-6 Conduct workplace student observations	C-7 Provide student remediation services
D Develop Workplace Learning Partnerships	D-1 Develop guidelines for partnerships	D-2 Distribute promotional material	D-3 Recruit potential partners	D-4 Develop workplace agreements (e.g., compact, contracts)		D-5 Facilitate partnership meetings (e.g., individual, committees, all partners)	
E Facilitate Student Development of Workplace Skills	E-1 Implement students' I.C.P.	E-2 Teach general related workplace skills	E-3 Teach occupation-specific skills	E-4 Facilitate students meeting workplace legal requirements (e.g., work permits, medical forms)		E-5 Evaluate student progress	E-6 Revise I.C.P. as needed
F Develop Workplace Training Sites	F-1 Determine workplace safety conditions	F-2 Assess types and quality of training available	F-3 Share information on workplace training requirements	F-4 Arrange for mentors tour of program/ school	F-5 Provide school information to employers/ mentors	F-6 Provide workplace mentor training	F-7 Implement training agreement & training plan
G Connect Work-Based Learning to School-Based Learning	G-1 Serve as liaison between school and workplace	G-2 Monitor workplace safety	G-3 Monitor student performance and attendance	G-4 Share workplace activities with class/staff	G-5 Arrange for industry tours	G-6 Facilitate workplace instructor/ counselor visits	G-7 Integrate school- and work-based curriculum
	G-15 Provide feedback on student performance to instructors						
H Manage Student Records	H-1 Maintain individual student files	H-2 Obtain instructor's recommendations	H-3 Maintain copies of work permits/birth certificates/social security numbers		H-4 Maintain parental permission forms	H-5 Maintain student learner contracts	H-6 Maintain medical insurance and parental release forms
I Maintain Program Regulatory Compliance	I-1 Comply with state and federal child labor laws	I-2 Assure ADA compliance	I-3 Provide data for completing state forms	I-4 Abide by state education laws	I-5 Abide by federal education laws	I-6 Abide by confidentiality laws	I-7 Participate in I.E.P. development
J Continue Professional Development	J-1 Participate in in-service workshops/ conferences	J-2 Review professional literature	J-3 Enroll in further education and training	J-4 Study national/ international occupational trends	J-5 Participate in business/ industry/government agency externships		J-6 Participate in business/ community organizations

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A-8 Establish program timelines	A-9 Establish guidelines for program evaluation	A-10 Develop workplace policies and procedures	A-11 Assist in determining program cost (e.g., staffing, equipment)	A-12 Establish linkages and articulation with potential partners (e.g., other educational, government, public, private agencies)		A-13 Obtain program approval (e.g., state and local)	A-14 Develop student recruitment plan	A-15 Create training agreements
(e.g., counselors, administrators, other teachers)	B-6 Inform community about programs (e.g., parents, employers, school board, Chamber of Commerce, trade organizations)		B-7 Publicize program through multi-media	B-8 Develop workplace learning displays	B-9 Recruit students for workplace learning program	B-10 Recruit workplace learning employers	B-11 Organize student recognition activities	B-12 Organize employer appreciation activities
C-8 Refer students to specialized services	C-9 Obtain feedback from workplace mentors	C-10 Provide feedback on student performance to student	C-11 Monitor employer compliance with agreement	C-12 Monitor student attendance	C-13 Conduct conferences (e.g., student, parents, and/or mentors)	C-14 Serve as student advocate	C-15 Provide career resources	C-16 Provide information about colleges and scholarships
D-6 Document partnership meeting minutes	D-7 Recognize partner's contributions	D-8 Solicit student awards from partners	D-9 Participate in school to work team training			C-17 Assist students and counselors with course options and schedules		
E-7 Facilitate remediation of deficient areas	E-8 Arrange for job-coaching	E-9 Provide for enrichment experiences (e.g., field trip, guest speakers)		E-10 Update workplace curriculum	E-11 Support student participation in VSOs to develop leadership skills			
F-8 Evaluate workplace training stations	F-9 Maintain employer database							
G-8 Participate in career cluster meetings (advisory committee)		G-9 Facilitate secondary & post-secondary articulation agreements		G-10 Schedule job interviews	G-11 Facilitate various types of job placements	G-12 Facilitate special in-school company projects	G-13 Complete student follow-up studies	G-14 Conduct employer follow-up studies
H-7 Issue student parking permits	H-8 Maintain training plans	H-9 Maintain training agreements	H-10 Facilitate student evaluations	H-11 File student time/activity sheets	H-12 Maintain student competency achievement records	H-13 Maintain I.C.P. records	H-14 Assist with student portfolios	
I-8 Assist with program audits	I-9 Provide written program/status reports	I-10 Document advisory committee meeting minutes						
J-7 Participate in professional organizations	J-8 Study innovative workplace learning programs	J-9 Network with colleagues	J-10 Solicit employer/mentor feedback for self-improvement			NOTE: This chart was validated with a statewide follow-up survey of 24 Workplace Learning Teacher Coordinators, September, 1997; return rate = 83%		

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General Knowledge and Skills

Federal and state labor laws
Current market trends
Human relation skills
Communication skills
Stress management skills
Problem-solving skills
Occupational awareness
Computer literate
Information management skills
Organizational skills
Systems analysis skills
Counseling skills
Research and development skills
Marketing skills
Teaching skills
Evaluation skills
Time management skills
Driving skills
Observation skills
Documentation skills
Analytical skills
Coordination skills
Motivation skills
Supervisory skills
Social skills
Leadership skills
Interpersonal skills
Safety regulations
Curriculum development
Post-high school career opportunities
Post-high school educational opportunities
Audio-visual skills
Employers/community organizations
Community resources
Contract law
Labor unions
Current events

Future Trends and Concerns

Local economic conditions
Funding
Driving age
Drugs/alcohol
Employer participation
Technological changes
Internet
Child labor laws
Minimum wage laws
Global market trends

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Tools, Equipment, Supplies, and Materials

Computer
Fax machine
Car
Copier
Telephone
Calculator
Filing cabinets
Desk/chair
Camera
VCR/TV
Basic teaching supplies
Office area
Career reference materials
Phone book
Curriculum materials
Basic office supplies
Book shelves
Classroom

Worker Behaviors

Persuasive
Creative
Self-motivated
Persistent
Tactful
Honest
Flexible
Loyal
Courageous
Self-confident
Positive attitude
Supportive
Open-minded
Self-reliant
Punctual
Dependable
Reliable
Industrious
Sense of humor
Sociable
Discreet
Professional appearance
Able to accept rejection
Able to accept criticism
Non-partisan
Able to change
Lifetime learner
Resourceful

Acronyms

I.C.P. Individual Career Plan
P.D.E. Pennsylvania Department of Education
I.E.P. Individualized Education Plan
A.D.A. American Disability Act
V.S.O. Vocational Student Organizations

DACUM Panel

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The Center for Vocational Education Professional Personnel Development

March 21 & 22, 1994

DACUM Research Chart

for

Lead Teachers

DACUM Facilitator

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DACUM Research Chart for Lead Teacher

Duties

A	**Organize and Implement a Lead Teacher Program**	A-1 Prepare for lead teacher role	A-2 Serve as teacher advocate	A-3 Participate in lead teacher professional development activities	A-4 Participate in regularly scheduled meetings on the local and regional levels	A-5 Organize and disseminate information about lead teacher activities
		A-12 Maintain a professional development center	A-13 Enable the process of teacher networking to occur	A-14 Conduct presentations on the lead teacher concept	A-15 Initiate evaluation of lead teacher activities	
B	**Facilitate Staff Development Process**	B-1 Serve on the Staff Development Committee	B-2 Assist in determining staff development needs	B-3 Secure time to plan and implement staff development activities	B-4 Assist in planning in-service activities	B-5 Assist in selecting staff development resources
C	**Mentor Colleagues**	C-1 Orient new teachers to the facility/system	C-2 Meet with new teachers on a regular basis	C-3 Meet with veteran teachers on an as-needed basis	C-4 Review teacher certification coursework	C-5 Open own classroom for observation
		C-11 Assist teachers identified as "at-risk"	C-12 Promote the effective use of Occupational Advisory Committees (OACs)		C-13 Encourage teachers to participate in technical updating	C-14 Encourage teachers to participate in pedagogical updating
D	**Collaborate with Colleagues about Classroom Management**	D-1 Support teacher implementation of discipline policy	D-2 Consult with teachers about safety procedures	D-3 Guide teacher record-keeping procedures	D-4 Assist teachers in implementing grading procedures	D-5 Advise teachers regarding vocational lab/classroom organization
E	**Collaborate with Colleagues about Instructional Management**	E-1 Encourage teachers to develop an individual classroom strategic plan	E-2 Assist teachers in keeping duty and task lists current	E-3 Assist teachers in improving lesson plans	E-4 Assist teachers in improving learning guides	E-5 Promote teachers' use of a variety of assessment techniques
F	**Participate in Site-Based Management Process**	F-1 Participate in Local Educational Agency (LEA) strategic planning	F-2 Support new educational initiatives (e.g., OBE, tech prep, youth apprenticeship)		F-3 Assist in preparing a staff development budget	F-4 Assist with development of lead teacher budget
		F-11 Promote collaboration between academic and vocational school guidance counselors and teachers		F-12 Promote total staff involvement in school policy development and implementation		

Tasks

A-6 Maintain lead teacher records	A-7 Serve as a liaison within the school community	A-8 Serve as a university/school liaison	A-9 Participate in the teacher certification process	A-10 Encourage all teachers to participate in teacher leadership efforts	A-11 Maintain and make available a directory of human and material resources
B-6 Assist in publicizing staff development activities	B-7 Assist in planning and conducting in-service activities	B-8 Assist in assessing in-service activities	B-9 Assist with preparation of individual professional development plans	B-10 Assist with new teacher and substitute induction process	B-11 Assist with preparation of annual staff development report
C-6 Engage in reflective teaching practices	C-7 Encourage and model on-going self-assessment	C-8 Participate in peer coaching process	C-9 Participate in non-evaluative observations	C-10 Consult with teachers on non-instructional, educationally-related activities (e.g., open house, tours, field trips)	
C-15 Promote teacher involvement in business, professional, and community organizations		C-16 Promote legislative involvement	C-17 Facilitate the change process		
D-6 Support teacher experimentation with new initiatives (e.g., inclusion, flexible scheduling, tech prep, vocational/ academic integration)		D-7 Consult with teachers about individualized instructional programming	D-8 Consult with teachers regarding parental involvement	D-9 Assist new teachers with the budgeting process	
E-6 Assist teachers in accommodating various student learning styles	E-7 Guide teachers in the student Individual Educational Plan (IEP) Development Process	E-8 Support teacher use of a variety of instructional strategies	E-9 Assist teachers in the effective use of Vocational Student Organizations (VSOs)	E-10 Assist teachers in using multi-media materials to enhance instruction	E-11 Assist teachers in improving their multi-media materials
F-5 Serve on decision-making teams/committees	F-6 Participate in staffing decisions	F-7 Promote public relations activities	F-8 Serve on the General Advisory Committee	F-9 Facilitate school board/ student/staff interaction	F-10 Encourage interactive faculty meetings

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DACUM Research Chart for Lead Teachers

Future Trends/Concerns

- Inclusion
- Distance learning
- National Skill Standards
- Outcome-Based Education (OBE)
- Tech Prep
- Youth apprenticeship
- Academic integration
- Creative scheduling
- Articulation agreements
- Total Quality Management (TQM)
- School to work transition
- Performance-based assessment (e.g., portfolios)
- Violence in classroom/schools
- Teacher certification
- Contracting out services
- Vouchers
- Referendum
- Teacher stress
- Hostile taxpayer groups

General Knowledge & Skills

- Communication skills
  - reading
  - writing
  - listening
  - speaking
- Interpersonal skills
- Conflict resolution skills
- Pedagogical skills
- Critical thinking skills
- Organizational skills
- Time-management skills
- Reflective teaching practices
- Group dynamics
- Peer coaching
- Analytical skills
- Decision-making skills
- Learning styles
- Computer literate
- Leadership skills
- Competency-Based Education (CBE)
- Performance-Based Education (PBE)
- Integration skills
- Data interpretation and statistics
- Measurement & evaluation
- Mastery learning
- Cooperative Learning Techniques

Worker Behaviors

- Enthusiastic
- Risk-taker
- Flexible
- Proactive
- Team player
- Honest
- Integrity
- Good ambassador
- Trustworthy
- Empathetic
- Non-judgmental
- Professional appearance
- Culturally aware
- Open to change
- Professional pride
- Positive attitude
- Receptive to criticism
- Manage multiple priorities
- Self-motivated
- Goal-oriented
- Work independently
- Maintains confidentiality
- Respects differences
- Sense of humor
- Common sense
- Organized
- Positive role model
- Ability to work under stress
- Punctual
- Maintains personal health
- Change agent

Tools, Equipment, Supplies, & Materials

- Professional journals
- Computers and software
- Basic office supplies
- References
- Textbooks
- Desk/chair
- Files
- Audio-visual equipment and supplies
- Phone

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